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Optimising Arabic Language Learning Management: Digitalisation Efforts

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Abstract

The background of this research includes the complexity of challenges in managing Arabic language learning, especially with limited resources and the massive development of digital technology. This study aims to identify the strategies and steps the Head of the study program took in utilizing technology to digitalize Arabic language learning. This research methodology uses a qualitative approach with data collection techniques through in-depth interviews with the Head of the study program and participatory observation of the digitalization efforts made. The results obtained from the research show that there are three stages of digitalization efforts. First, the collaboration between Arabic Language Education lecturers is planned to revise the curriculum and upgrade semester implementation plans. Second, implementation should be done using interactive Arabic learning models and technology-based learning media. Third, monitoring the learning process between lecturers and students, student learning progress, reviewing the results of midterm and final semester exams and facilitating communication between lecturers and students regarding learning problems. Hopefully, this research can provide recommendations for other educational institutions in optimizing Arabic language learning management.

Keywords: *Digitalization, Head of Study Program, Learning Management*

Abstrak

Latar belakang penelitian ini meliputi kompleksitas tantangan dalam pengelolaan pembelajaran bahasa Arab, terutama dengan keterbatasan sumber daya dan masifnya perkembangan teknologi digital. Tujuan penelitian ini adalah untuk mengidentifikasi strategi dan langkah-langkah yang diambil oleh ketua program studi dalam memanfaatkan teknologi sebagai upaya digitalisasi dalam manajemen pembelajaran bahasa Arab. Metodologi penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara mendalam dengan ketua program studi dan observasi partisipatif terhadap upaya digitalisasi yang dilakukan. Hasil yang didapatkan dari penelitian yaitu terdapat tiga tahapan upaya digitalisasi yaitu: Pertama, perencanaan berupa kolaborasi antar dosen Pendidikan

Bahasa Arab untuk merevisi kurikulum, pembaharuan rencana pelaksanaan semester. Kedua, pelaksanaan berupa penggunaan model pembelajaran Bahasa Arab yang interaktif, dengan memanfaatkan media pembelajaran berbasis teknologi. Ketiga, pengawasan proses pembelajaran antara dosen dan mahasiswa, kemajuan belajar mahasiswa, meninjau hasil ujian tengah semester dan ujian akhir semester dan memfasilitasi komunikasi antara dosen dan mahasiswa mengenai permasalahan pembelajaran. Diharapkan penelitian ini dapat memberikan rekomendasi bagi institusi pendidikan lainnya dalam mengoptimalkan manajemen pembelajaran bahasa arab.

Kata Kunci: Digitalisasi, Manajemen Pembelajaran, Ketua Program Studi

INTRODUCTION

Of course, to achieve the goals of Arabic language learning planned by institutions, including universities, good management of Arabic language learning is needed. It is aligned with the meaning of management itself, which includes planning, organizing, implementing/directing, and supervising/evaluating (Dacholfany et al., 2022) so that the learning objectives can be achieved as optimally as possible.

Learning management includes a series of activities and processes (Ramdhani, 2020) that aim to manage various operational, administrative, academic, and strategic aspects of learning (Mar & Hilmi, 2021). This management involves various stakeholders, such as leaders, administrative staff, teaching staff, education staff and other external parties. (Gemnafle & Batlolona, 2021). The implementation of learning in the learning process is organized formally and structurally to achieve educational goals, involving human components, infrastructure, facilities, atmosphere, space, time, funds, and various regulations (Mar & Hilmi, 2021). For example, the principal's job is to lead, direct and control all activities in the school, whereas the teacher's job is to educate, conduct learning and assess student learning outcomes. In addition, students must actively learn. Education personnel encourage the entire learning process and responsibly manage several funds. Other components are parents and the community, who have the potential power to support all school programs and control education providers, starting from the central province to districts and cities (Wijaya, 2017). All components and supporting elements of learning must be managed properly and effectively so that the learning outcomes achieved by each school are genuinely at the maximum level, both in academic and non-academic aspects.

Based on the management description, learning management is a collaborative process involving several people, activities, and the achievement of the organization's goals or vision. Resources are managed and used by planning, organizing, supervising, controlling, and evaluating results.

The Arabic Language Education Study Program of FTIK IAIN Palangka Raya has received Superior accreditation, valid from 4 January 2024 to 3 January 2029. This rating was achieved based on the results of the Decree of the Education Self-Accreditation Agency Number: 36/SK/LAMDIK/Ak/S/I/2024. As a study program that received an A for accreditation, the only one among all universities in Central Kalimantan in 2019, the Arabic Language Education study program has a mission to achieve 'Excellence in developing adaptive Arabic language learning and

integrated Technological Pedagogical Content Knowledge (TPACK) based on Islamic values'. Thus, the Head of the Arabic Language Education study program is committed to seeking appropriate learning management to optimize Arabic language learning to achieve this vision. One of the efforts to optimize Arabic learning management in the Arabic Language Education study program is digitalization. The digitalization effort in education is to utilize the potential of digital technology to improve the learning experience, expand access to education, and prepare Arabic Language Education Study Program students who are competent in the ever-evolving digital era.

Digitalization is using digital technology to improve the efficiency, quality, and accessibility of education (Ilmiani & Miolo, 2021). In education, digitalization involves the integration of digital technologies into the learning, management and communication processes in schools and other educational institutions (Putranto et al., 2023). The goal of digitizing education is to improve the quality of education, increase access to education, and prepare future generations to adapt to the ever-evolving digital era (Anriani et al., 2020). Continuously improving the quality of education through management can create opportunities, competitiveness, and student achievement. Therefore, educational institutions must be able to plan their vision for the best possible future for their students (Khomariyah & Afia, 2020). Improving quality means educating highly qualified graduates with reliability in knowledge, competitiveness and student character.

Several steps can be taken to digitalize learning, including using digital media, developing learning content, developing digital competencies, and developing innovative learning strategies (Ilmiani et al., 2020). Nay and Dopo's research reports that digitalization efforts can be carried out by conducting basic laptop operation training, using animated videos in learning, introducing Microsoft Word, and utilizing online literacy (Dacholfany et al., 2022). Suparmin's research also states that concrete efforts and strategies in implementing digitalization are expected in curriculum development, teaching methods, and administrative management. These findings provide an in-depth look at how accelerated digitalization can significantly contribute to advancing the education system at the study program level at the Faculty of Sharia and Law of UIN North Sumatra Medan (Suparmin et al., 2023).

As mentioned by Patmasari et al. in their article, the implementation of digitization of learning is a mandatory program in schools where students become the center of learning, and everything related to teaching and learning is sought to be digitized (Patmasari et al., 2023). Digitalization is one of the alternative learning methods that has advantages and disadvantages in it. Indonesian language learning also uses digitalization, especially in practice, to learn media using several digital applications such as YouTube, Zoom, Google Meet, Google Classroom, social media, and so on (Ni'mah et al., 2021). One of the most impactful advantages is the digitalization of the learning process. Firstly, learning can be done anywhere and anytime without being limited by the rules of time and space. Second, information is easily obtained more than just obtained from educators. Third, education must be more creative and innovative in creating novelty related to curriculum, learning media, and other learning tools (Khomariyah & Afia, 2020). Thus, to adapt to the

era of abundance, there is an adjustment in the world of education, namely digitalization, especially in the learning process.

Based on the researcher's initial observation, the Head of the Arabic Language Education Study Program at FTIK IAIN Palangka Raya uses technology as a digitalization effort in Arabic learning management. It was identified from the management of planning, implementation and supervision in the learning process. It triggered researchers to conduct an in-depth analysis of the processes and efforts of the Head of the Arabic Language Education study program regarding digitalization in terms of planning, implementation and supervision.

There are several previous studies related to digitalization in Arabic language learning. First, research was conducted by Samsul Haq (Haq, 2023) entitled Arabic Language Learning with the Utilization of Technology. In this study, he discusses the development of technology-based media for Arabic language learning. The results showed that technology can improve teaching and learning efficiency, concentration, and student motivation. The second research was conducted by Sodik et al. (Sodik et al., 2023), entitled Digitalization of *Qawâid 'Arabiyyah* Teaching at UIN FAS Bengkulu. This study explores the digitization model of *Qawâid 'Arabiyyah* teaching at UIN FAS Bengkulu and the supporting factors of the digitization process. The results showed that digitalization can improve students' skills and academic achievement in learning Arabic. Third, Ritonga et al. (2020) conducted research titled 'Development of Technology-Based Arabic Learning Models' to develop an Arabic learning model based on information and communication technology (ICT). This study aimed to increase students' motivation and ability to learn Arabic.

Fourth, Aminaturrahma et al. (2023) research entitled The Impact of Social Media Digitalization on Four Arabic Language Skills. This study discusses the impact of social media digitization on four Arabic language skills, namely *Maharah al-Istima'*, *al-Kalam*, *al-Qira'ah*, and *al-Kitabah*. The results showed that digitizing social media can improve students' ability to speak Arabic. Finally, a research study conducted by Anriani et al. (2020) entitled Digitalization of Learning in the New Normal Era showed that this research was able to provide knowledge and skills to teachers in the use of Google Forms and screencasts and was able to improve teachers' ability to create learning media with Quizizz or Powtoon software.

From several studies that have been reported, it can be seen the relationship between research in the field of Digitalization in Arabic Language Learning: All studies mentioned specifically discuss digitization efforts in the context of Arabic language learning, both in terms of technology-based media development and learning models based on information and communication technology (ICT). The main similarity of these studies is the aim to improve student's language skills and academic achievement through technology. For example, the first study showed an increase in students' academic skills and achievement, while other studies showed an increase in students' efficiency, concentration, and motivation. Some studies, such as the third and fourth, explicitly mention increased student motivation due to digitizing Arabic language learning. The fourth study specifically highlights the impact of social media digitization on four Arabic language skills (listening, speaking, reading, and

writing), focusing on specific skill aspects in language learning. Although all studies show positive results from digitization, the specific aspects of those results can vary. The first and fifth studies emphasize improving skills and academic achievement, while other studies may focus more on improving motivation and teaching and learning efficiency.

These studies generally contribute to understanding how digitization can improve Arabic language learning. Although each study has a different focus and approach, they all support the idea that technology can play an important role in improving students' language skills and learning motivation. These studies also show that digitalization has broad applications that can be applied in language learning and various other disciplines.

The gap in this study is that the researcher focuses on aspects of learning management, such as the optimization process in planning, implementation, and supervision, which is an effort to digitize Arabic language learning. Previous research has focused more on aspects of media development, learning models, and the impact of technology on students' language skills. However, it has yet to specifically examine how learning management can be optimized in this digitization process. Therefore, this research will fill the gap by exploring effective management strategies to plan, implement, and monitor digitization programs in Arabic language learning. Thus, this research can significantly contribute to understanding how good learning management can support the successful digitization of Arabic language education and provide practical guidance for educational institutions in implementing technology optimally.

METHOD

Research Design

This study aims to explore and identify digitalization efforts in Arabic learning management conducted by the Head of the Arabic Language Education Study Program at FTIK IAIN Palangka Raya. This research lasted for six months, starting from January to June 2023. The research methodology used is the narrative qualitative research method, which is a study that focuses on narratives, stories, or descriptions of a series of events related to human experience (Yusanto, 2020). This qualitative research method emphasizes the observation of phenomena and examines the substance of the meaning of these phenomena. Therefore, Basri concluded that qualitative research focuses on the process and meaning of the results. Qualitative research focuses more on human elements, objects, and institutions, as well as the relationship or interaction between these elements (Safarudin et al., 2023), to understand an event, behavior or phenomenon. Qualitative research is defined as a research method that focuses on obtaining data through open communication and conversation. It is about 'what' people think and 'why' they think that way (Hasan et al., 2023). In this study, qualitative research becomes valuable and meaningful due to the strengthening of field data and observations to saturation.

Data Collection and Analysis Techniques

The qualitative method was chosen for its ability to provide in-depth and contextualized insights into digitalization efforts in Arabic language learning management at IAIN Palangka Raya narratively, as seen from the experience of the

Head of the PBA Study Program. Through this approach, the research can reveal important details that may be missed by quantitative methods and produce recommendations that are more appropriate and in accordance with the actual conditions in the field. Qualitative methods allow researchers to explore research subjects' views, experiences and perceptions (Ratnaningtyas, n.d.). In this context, the research aims to understand the efforts made by the Head of the Arabic Language Education Study Program in optimizing learning management through digitalization. In-depth interviews and participatory observation provide rich and detailed insights into how technology is applied and received in the learning process. The results of interviews with lecturers and students showed the lecturer's perspective on the application of technology in Arabic language learning. Researchers also obtained data related to their experiences with the effectiveness of digitalization in Arabic language learning.

According to the object's attention, participatory observation can be distinguished from descriptive, focused, and selective (Waruwu, 2023). The researcher conducted descriptive observation in which the researcher observed the social situation and recorded as much as possible to be described. In the observation process, the researcher observed the implementation of Arabic language learning using digital technology, observed Meetings and Academic Activities and monitored how digitalization was applied in managerial and administrative activities. While at the documentation stage, researchers collected related documents such as lesson plans, digital materials, and activity reports. The definition of documentation is to find data about things or variables in the form of notes, transcripts, books, meeting minutes, and agendas. This documentation is used to complement data obtained from interviews and observations sourced from documents. In qualitative research, data sources come from non-human sources such as documents, photographs, and statistical materials.

After carrying out the data collection process regarding digitalization efforts made through learning management, researchers reviewed all the data collected through various techniques, namely observation, interviews, personal documents, official documents, and pictures. Then, the researcher starts the data analysis process by reading and reviewing the data, then reducing the data by making abstractions in the form of summaries. The next step is for researchers to compile these summaries into units. Furthermore, the units were categorized to produce categories. The next step after the category is formed is to check the validity of the data with various techniques such as triangulation, extension of participation, member checks and others.

RESULT

This study explores digitalization efforts by the Head of the FTIK Arabic Language Education Program, IAIN Palangka Raya, in managing Arabic learning. The results are based on observations, interviews, and documentation, which reveal three main stages in digitization efforts: planning, implementation, and supervision.

The first stage is the planning. The observations showed that the Head of Study Program actively coordinated meetings with lecturers to discuss curriculum revision. Various digital age needs and how technology can be integrated into

Arabic language learning were considered during this meeting. An interview with the Head of the Study Program revealed that this initiative began with forming a special team tasked with evaluating and updating the curriculum. The Head of Study Program emphasized the importance of collaboration between lecturers to ensure that the curriculum prepared is relevant and up-to-date with technological developments. The analyzed documentation data supported the observations and interviews, including meeting minutes and curriculum revision proposals. The new Learning Implementation Plan (RPP) integrates technology as a learning aid. New courses, such as Animation and Games in Arabic Language Learning and Videography in Arabic Language Learning, were added to support the vision and mission of the study program.

Second, the stages of implementation. The results of class observations show the active use of technology-based learning media. Lecturers use smart TVs and e-learning applications to make learning more interactive. Students engage in more dynamic learning activities through multimedia presentations and digital devices. Interviews with lecturers revealed that they were encouraged to adopt technology in teaching. They receive training and direct direction from the Head of Study Program on maximizing the use of available facilities. The lecturer also mentioned that technology helps them deliver material more interestingly and effectively. Documentation data, including training schedules, training materials, and learning implementation reports, supported the results of the observations and interviews. Lecturers are provided with guidance and resources to use various digital platforms. Learning materials are also enriched with videos, animations, and interactive learning applications.

Third, Supervision Stages The observation results show that supervision is carried out through direct classroom monitoring and digital platforms to see student progress. The Head of Study Program often visits the classroom and observes the learning process to ensure the use of technology is effective. Interviews with the Head of Study Program and several students showed regular feedback and continuous evaluation. Students feel more involved in learning because of more dynamic interactions with lecturers through digital platforms. The Head of Study Program also ensures that lecturers provide constructive feedback to students. Supervisory documentation data, including reports on class monitoring results, recordings of interactions on digital platforms, and exam results, support the results of these observations and interviews. The SIMAK IAIN Palangka Raya LMS platform facilitates discussion, assignment collection, and assessment. Features such as discussion forums, progress reports, and documentation of teaching and learning ensure systematic and transparent supervision.

Overall, observations, interviews, and documentation show that digitalization efforts in Arabic learning management at IAIN Palangka Raya include careful planning, innovative implementation, and effective supervision. Integrating technology in the learning process enhances student interaction and engagement and ensures that the education provided is relevant to the demands of the digital age.

DISCUSSION

Education requires excellent and proper management (Ramdhani, 2020). Similar activities related to educational institutions must be managed, arranged, and regulated to develop human resources and fulfil the objectives of education itself (Gemnafle & Batlolona, 2021). Good management determines the good and bad aspects of learning, how a teacher uses the correct method, provides sufficient learning tools, and creates a conducive classroom atmosphere (Mubarok, 2021). It all dramatically affects success in learning.

T. Hani Handoko states that management is the process of planning, organizing, directing, and supervising the efforts of members of the organization and the use of other organizational resources in order to achieve predetermined organizational goals (Silvia et al., 2023). According to G.R. Terry, several management functions can be applied in educational institutions: planning, organizing, implementing, and monitoring (Ruhaya, 2021). These management functions are essential in educational institutions. If an educational institution applies the four management functions above, it will be easy to succeed in its vision, mission, and goals.

The planning stage is t

he first stage of the digitalization efforts made by the Head of the Arabic Language Education Study Program to optimize Arabic language learning management. In the planning stage, several activities are represented as the research results, where the Head of the Arabic Language Education Study Program initiated collaboration between lecturers of the Arabic Language Education Study Program to revise the curriculum to make it more relevant to the needs of the digital era. The Implementation Plan was updated to include elements of the use of technology in the learning process. Several special courses were prepared to support the vision and mission of the Arabic Language Education Study Program. These courses are Animation and Games in Arabic Language Learning and Videography in Arabic Language Learning.

According to Robbins and Coulter (2009), planning is the first step in the management function, which involves setting goals and strategies to achieve them (Ahmad & Pratama, 2021). In education, effective planning involves curriculum revision that considers the latest needs and trends, including digital technology (Abdurrahman et al., 2022). Effective education planning ensures that the curriculum used is relevant to the needs of students and society and can fulfil national education standards. In the digital era, digital technology has become an integral part of education, enabling students to learn online, access more varied and interactive teaching materials, and improve the effectiveness of the learning process (Ilmiani et al., 2022). Effective educational planning also considers the latest needs and trends in digital technology (Hidayati et al., 2021). In some studies, effective educational planning also involves curriculum revisions that consider the latest needs and trends in digital technology, such as research on curriculum management development (Ramdhani, 2020). In the digital era, curriculum management must be flexible in its application so that the content can be adjusted to the needs or developments of the times. The professionalism of teachers and the curriculum affect the quality of education.

The second stage of digitalization efforts carried out by the Head of the Arabic Language Education Study Program to optimize Arabic learning management is the implementation stage. At this stage, lecturers in the PBA study program are encouraged to use an interactive Arabic learning model using technology-based learning media. In particular, the Head of the PBA study program gave direct direction regarding the importance of implementing technology-based learning media and maximizing the use of smart TV facilities available in class so that learning becomes more interactive than traditional learning. According to Reigeluth (2013), technology in education allows personalization of learning (Fayanto et al., 2023), Wider access to information, and more varied teaching methods, all of which contribute to learning effectiveness (Ilmiani & Muid, 2021). Interactive and participatory learning models utilize technology-based learning media such as e-learning, mobile applications, and learning videos (Ilmiani & Miolo, 2021).

There are several learning models to improve the quality of Arabic learning, using digital technology that lecturers use in the Arabic Language Education study program. First, as Ilmiani et al. (2020) and Tsany et al. (2022) mentioned, the multimedia-based learning model uses various media, such as video, images, and audio, to increase student interaction and awareness of Arabic material. Second, Game-Based Learning Model: This model uses interactive games and activities to increase students' interest and motivation in learning Arabic. In this way, students can learn Arabic more effectively and enjoyably. Several studies have used game-based learning models with positive results in Arabic language learning. Arabic games are competitions for students to understand a language and achieve a learning goal. The term language game in Arabic is known as *الألعاب اللغوية*. Language games are not an additional activity for fun (Ilmiani et al., 2023), But games are classified as learning that aim to provide opportunities for students to apply the language skills they have learned (Ilmiani et al., 2020).

Third, Project-Based Learning Model: This model allows students to participate in projects related to the Arabic language, such as making Arabic films or videos (Juhriani, 2022). In this way, students can learn Arabic more effectively and improve their communication skills in Arabic. This model, also known as Project Based Learning (PBL), is a learning strategy that uses projects or activities as a medium to improve students' abilities in various aspects, including critical thinking skills, communication skills, and the ability to work together. In this model, students complete projects related to the material studied, such as making films or videos in Arabic (Shodiqoh & Mansyur, 2022). This project allows students to apply their learned skills and build critical thinking and communication skills in various situations (Mufti, 2022). The role of lecturers here is to be motivators and facilitators, while students can work autonomously to construct their learning. Lecturers can assist students in developing the ability and skills to conduct research and observation that will be useful.

Supervision is the third stage of digitalization efforts by the Head of the Arabic Language Education Study Program in optimizing Arabic learning management. Supervision is carried out by monitoring interactions between lecturers and students, student learning progress, and reviewing the results of midterm exams and final semester exams results. The Head of the Arabic

Education Study Program facilitates communication between lecturers and students to overcome learning problems, using digital platforms for discussion and feedback (Ariyawan et al., 2022). According to Stufflebeam and Shinkfield (2007), supervision and evaluation are key components in education management, aiming to ensure that learning objectives are achieved and identify areas requiring improvement. Schramm (1971) emphasized the importance of effective communication in education, which allows feedback and constructive interaction between lecturers and students to support optimal teaching and learning processes. In this stage, supervision is carried out in several ways, namely:

First, Monitoring interactions between lecturers and students: Supervision is carried out by monitoring interactions between lecturers and students in the learning process. Lecturers can monitor how students interact with the material learned and use technology in the learning process. Second, Student learning progress: Supervision is also carried out by monitoring student learning progress. Lecturers can monitor how students understand the material learned and use technology in the learning process. Third, Review the results of the midterm exam and the final semester exam. The digital platform used is LMS SIMAK IAIN Palangka Raya.

LMS (*Learning Management System*) is *software* for managing online learning materials and activities (Yuliawati & Amaludin, 2022). Meanwhile, SIMAK (Integrated Higher Education Academic Information System) is a learning management system designed to assist lecturers in managing and delivering learning content online. It allows lecturers to create and manage learning content delivery more effectively and efficiently. It also allows students to access online learning content and conduct independent learning activities. Some SIMAK Features that can be used as digital surveillance media. First, the Discussion Forum feature in the SIMAK platform allows the Head of Study Program to discuss materials with lecturers and students online through forums that can help the learning process. Second, the SIMAK platform's Report Feature allows lecturers to report student progress and the learning process. Third Documentation Feature: LMS allows teachers to do documentation during the teaching and learning process, such as assignments, attendance and grades. Thus, the SIMAK platform allows the Head of the Arabic Language Education Study Program to monitor students' learning progress and ensure that they use technology in the learning process effectively.

CONCLUSION

The results of this study conclude that there are three main stages in the digitalization effort carried out by the Head of the Arabic Language Education Study Program at FTIK IAIN Palangka Raya: planning, implementation, and supervision. In planning, the Head of Study Program initiated collaboration between lecturers to revise the curriculum to be more relevant to the digital era. The curriculum was updated to include technology in learning, and specialized courses, such as Animation and Games in Arabic Language Learning and Videography in Arabic Language Learning, are included. Effective planning considers the latest needs and trends, including digital technologies, to ensure the curriculum is relevant and able to meet educational standards.

At the implementation stage, lecturers are encouraged to use technology-based interactive learning models. The Head of Study Program encourages using technology-based learning media such as smart TVs in the classroom. Technology in education allows personalized learning, more comprehensive access to information, and varied teaching methods. Some of the learning models used include the multimedia-based learning model, game-based learning model, and project-based learning model. The supervision stage involves monitoring interactions between lecturers and students, student learning progress, and reviewing the results of mid- and end-semester exams. This supervision is done through digital platforms such as LMS SIMAK IAIN Palangka Raya, which allows online learning content management and delivery. Some of the features used in surveillance include Discussion Forums, Progress Reports and Documentation. Overall, these digitization efforts demonstrate well-structured planning, execution, and supervision. Using digital technology in Arabic learning management facilitates a more interactive and effective learning process. It allows the adjustment of curriculum and teaching methods to the latest needs and trends. Thus, this effort is expected to improve the quality of Arabic language education at IAIN Palangka Raya and prepare students to face challenges in the digital era.

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